

# **Akimel O'Otham Pee Posh Charter (3-5)**

## **SIG 1003(g) Application 2014**



**3652 E Blackwater School Road**

**Coolidge, AZ 85128**

**Phone: (520)215-5859**

**Fax: (520)215-5862**



**Contact: Jacquelyn Power  
(Principal/Superintendent)**


## Part I: Application Information

Complete the Cover Page, LEA Level Participants/Schools to be Served Page, LEA and School Information and Signature Page, Assurance Form and Waiver Form and attach as the first six pages of the application. All of these forms must be submitted as hard copies with original signatures as well as submitted electronically with entire application.

### Section A: Cover Page

(Complete and attach as first page of application.)

<b>LEA Name:</b>	Akimel O'Otham Pee Posh Charter 3-5			
<b>Mailing Address:</b>	3652 E. Blackwater School Road, Coolidge, AZ 85128			
<b>CTDS #:</b>	118706000	<b>Entity ID #:</b>	78966	<b>NCES ID#:</b> 1993
<b>Superintendent:</b>	Jacquelyn Power			
<b>Mailing Address:</b>	3652 E. Blackwater School Road, Coolidge, AZ 85128			
<b>Telephone #:</b>	520 215-5859	<b>Email:</b>	Jacquelyn.power@bwcs.k12.az.us	
<b>Signature:</b>				
<b>Program Contact Person:</b>	Jacquelyn Power			
<b>Mailing Address:</b>	3652 E. Blackwater School Road, Coolidge, AZ 85128			
<b>Telephone #:</b>	520 215-5859	<b>Email:</b>	Jacquelyn.power@bwcs.k12.az.us	
<b>Signature:</b>				

<b>Fiscal Manager:</b>	Charlene Benneman		
<b>Mailing Address:</b>	3652 E. Blackwater School Road		
<b>Telephone #:</b>	520 215-5859	<b>Email:</b>	Charlene.benneman@bwcs.k12.az.us
<b>Signature:</b>			

**Total LEA Request:** Indicate the total amount of funding you are requesting for both LEA and School. **Please note:** An individual budget will be required for each school site totaling to the amount listed below.

Year 1	Year 2	Year 3	Total
\$ 303,000	\$ 282,700	\$ 282,700	\$ 868,400

**Please note:** If the grant is approved, funding will not awarded until all signatures are in place. Please attempt to obtain all signatures before submitting the application.

**In Addition:** The Year 1 grant period may include pre-implementation costs from June 2014-August 2014 (see Attachment C).

### Section B: LEA Level Participants/Schools to Be Served

*(Complete the following information with respect to the LEA level participants and the schools that will be served with a School Improvement Grant and attach as second page of application.)*

#### LEA Level Participants

*Identify the LEA level team members who will have the primary responsibility for ensuring implementation and sustainability of the selected intervention model(s) for the schools to be served.*

Name	Role	Email	Telephone #
Misty Lopez	Assistant Principal	<a href="mailto:Misty.lopez@bwcs.k12.az.us">Misty.lopez@bwcs.k12.az.us</a>	520 215-5859
Brandon Mendez	Instructional Coach	<a href="mailto:Brandon.mendez@bwcs.k12.az.us">Brandon.mendez@bwcs.k12.az.us</a>	520 215-5859
Natalie Tate	Instructional Coach	<a href="mailto:Natalie.Tate@bwcs.k12.az.us">Natalie.Tate@bwcs.k12.az.us</a>	520 215-5859

## Schools to be Served

*In determining schools to be served and the selected intervention model for each school, ADE encourages the LEA to consider:*



- *Eligible schools where the need and potential for dramatic growth is recognized (lowest performing schools).*
- *Eligible schools that, with the right investments, can serve as learning labs for the LEA to pilot and implement practices that could eventually have system-wide impact.*

School Name	NCES ID#	P r i o r i t y	Selected Intervention Model (Include Requested Amount per School for YR 1)			
			Restart	Closure	Trans- formation	Turnaround
Akimel O'Otham Pee Posh Charter 3-5	1993	X			X	


**Section C: LEA and School Information and Signatures**

(Complete and attach as third page of application. If there are more than 3 participating schools the LEA may duplicate this page and attach it after page 3.)

**LEA Signatures**

<b>LEA Name:</b>	Akimel O'Otham Pee Posh Charter 3-5
<b>School Board President Signature:</b>	
<b>Superintendent Signature:</b>	

**School Information & Signatures**

<b>Site #1 Name:</b>	Akimel O'Otham Pee Posh Charter 3-5		
<b>CTDS #:</b>	11870600	<b>Entity ID #:</b>	78966
<b>Principal Name:</b>	Jacquelyn Power		
<b>Telephone #:</b>	520 215-5859	<b>Email:</b>	Jacquelyn.Power@bwcs.k12.az.us
<b>Is school currently receiving a School Improvement Grant funded through 1003(a) funds?</b>		YES	<b>NO</b> (x)
<b>Principal Signature:</b>			
<b>Site #2 Name:</b>	N/A		
<b>CTDS #:</b>		<b>Entity ID #:</b>	
<b>Principal Name:</b>			
<b>Telephone #:</b>		<b>Email:</b>	

<b>Is school currently receiving a School Improvement Grant funded through 1003(a) funds?</b>		YES	NO
<b>Principal Signature:</b>			
<b>Site #3 Name:</b>	N/A		
<b>CTDS #:</b>		<b>Entity ID #:</b>	
<b>Principal Name:</b>			
<b>Telephone #:</b>		<b>Email:</b>	
<b>Is school currently receiving a School Improvement Grant funded through 1003(a) funds?</b>		YES	NO
<b>Principal Signature:</b>			

## Section D: LEA Assurance Form

(Complete and attach as fourth and fifth pages of application.)

***The School Board President and Superintendent must sign below to indicate their approval of the contents of the application and agreement to the following LEA assurances.***

**THIS AGREEMENT** made the 23rd day of May, 20 14, by and between Akimel O'Otham Pee posh Charter 3-5 hereafter called the LEA and Arizona Department of Education (ADE), hereafter called the SEA.

**By indicating with an X on the below items, the LEA or charter holder fully and completely assures that it will:**

### **Federal Assurances:**

- ☒ Use its School Improvement Grant 1003(g) funds to fully and effectively implement an intervention model in each school that the LEA commits to serve consistent with final requirements.
- ☒ Establish annual performance targets for student achievement on the state's assessment in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements.
- ☒ Monitor and evaluate the actions a school has taken, as outlined in the approved School Improvement Grant application, to recruit, select and provide oversight to external partners to ensure their quality.
- ☒ Monitor and evaluate the actions a school has taken, as outlined in the approved School Improvement Grant application, to sustain the reforms after the funding period ends and that it will provide technical assistance to school(s) on how they can sustain progress without SIG funding.
- ☒ If implementing a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
- ☒ Report to the ADE the school-level data required under section III of the final requirements.

### **State Assurances:**

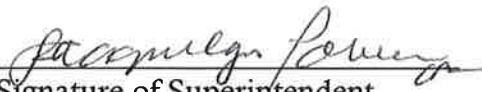
- ☒ Select a school leader using locally adopted competencies necessary to turnaround a SIG school.
- ☒ Complete and submit a Self-Readiness Assessment along with the LEA and School Continuous Improvement Plan annually.
- ☒ Develop and implement an LEA and School Continuous Improvement Plan that addresses the reason(s) for identification and establish annual goals (performance targets) for student achievement addressing the bottom quartile, based on the State's assessments in both reading/language arts and mathematics and high school graduation rates (if applicable).

- ☒ Provide a LEA level leadership team who will have the primary responsibility for ensuring implementation and sustainability of the selected intervention model(s) for the school(s) to be served.
- ☒ Align current and future funding sources in support of improvement efforts, especially Title I, including a commitment to reallocate existing local funds for the purpose of sustaining the improvement efforts.
- ☒ Provide data on attainment of performance targets to ADE to inform decision around continuation of funding. Complete and submit the Data Summary three times a year.
- ☒ Complete and submit ED Facts data when requested by ADE.
- ☒ Monitor and evaluate the effectiveness of the selected intervention model, and annually revise the LEA and School Continuous Improvement Plans to reflect necessary adjustments.
- ☒ Commit to engaging in significant mid-course corrections in the school if the data does not indicate attainment of or significant progress toward achievement benchmarks within the first year of implementation.
- ☒ Identify a LEA contact person who will accompany ADE School Improvement and Intervention staff upon request at site visits at the school, oversee implementation activities, and maintain contact with the SII staff member.
- ☒ Ensure appropriate fiscal oversight over the use of sub grant funds, ensure that purchases are consistent with the terms and conditions of the School Improvement Grant and state and federal accounting requirements, and that the LEAs accounting system meets the standards required of its financial management system as detailed in 34 CFR § 80.20.
- ☒ Maintain appropriate fiscal and program records. Submit amendments for any fiscal or programmatic change. Receive approval for amendment prior to implementing any change in spending or program.

Henry Pino  
Name of Board President

  
Signature of Board President

Jacquelyn Power  
Name of Superintendent

  
Signature of Superintendent

Jacquelyn Power  
Name of Program Contact

  
Signature of Program Contact

**As a partner with the LEA in the School Improvement Grant 1003(g), ADE assures that it will:**

- ☒ Assign an ADE program staff as appropriate to the LEA.
- ☒ Provide differentiated technical assistance, professional development, progress monitoring and compliance monitoring for the LEA on development and implementation of LEA and School Continuous Improvement Plans. Provide feedback on attainment of performance targets and LEA and School Continuous Improvement Plans.



- ☒ Provide the LEA with guidance on any changes and interventions each of the models require.
- ☒ Meet regularly with LEA and school(s) to review performance data and implementation of selected intervention model.
- ☒ Provide technical assistance in the development of the School Improvement Grant and the renewal

<b>LEA and School Continuous Improvement Plan Addendum for Transformation Model</b> (Submit an Addendum for each participating school requesting to implement the Transformation Model)	
<b>Name of Participating School:</b>	Akimel O'Otham Pee Posh Charter 3-5
<b>Briefly describe why the Transformation Model was chosen for the school:</b>	
<p>Transformation Model: This model was selected because the school has a commitment to job-embedded professional development, aligned to the school's comprehensive instructional program, data analysis, incentives for performance (301), and teacher/principal evaluation model. Collectively, the school is organized to meet the requirements of this model and ensure that the critical steps to bring about change will be implemented and evaluated for student performance targets.</p>	
<p><b>Performance Targets:</b> Describe the bold performance targets in math, reading/language arts and/or high school graduation rates for each participating school that will need to be met in order to meet the exit criteria. Provide estimated *annual performance targets for each of the three years.</p> <p><i>*Adjustments for performance targets may occur based on newly implemented state assessment in 2014-2015 school year.</i></p>	
<p><b>Reading targets:</b> SY 2014/2015: 77.7 Meets/Exceeds. This goal will meet both the SGP and Proficiency targets to the composite comparison schools.</p> <p><b>Math targets:</b> SY 2014/2015: 64.7% Meets/Exceeds. This goal will meet both the SGP and Proficiency targets of the composite comparison schools.</p>	

Transformation Model	Model Implementation Plan	Timeline	Monitoring/Evaluation Plan	Budget/Resource Alignment
Description of Transformation Model Program Requirements.	Describe specific strategies and action steps for each of the Transformation Model Program Requirements to be used to progress towards the performance targets.	Provide a list of tentative dates (beginning and end dates) in which the action steps will be implemented.	Describe the LEA plan for monitoring progress of implementation of the Transformation Model.	Clearly identify funds and/or resources that the LEA and School will use to support implementation each of the Transformation Model Program Requirements to achieve performance targets.
<b>Replace the principal who led the school prior to commencement of the transformation model and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.</b>	The current principal has a track record of performance and has been a model school as evidenced by the school being named in 2011 by ADE as the Title I National Distinguished School of the Year based on consecutive years of performance on AIMS.	The current effective principal will have an external evaluator who will use the Principal Framework to monitor and observe the effectiveness of the implementation of the Transformation Model quarterly to include data review as well as the rubric criteria. In addition, in the spring a certified and classified survey will be sent out and analyzed as part of the evaluation process. A parent survey will be sent out in the Spring and compiled. The entire process is tied to quarterly indicators with a final summative evaluation shared with the Principal and Board in May 2015.	Implementation of benchmark assessment using NWEA, DIBELS, Galileo, and curriculum based assessments. The benchmark assessment is three times a year, and progress monitoring is weekly, and quarterly using Galileo	This LEA is a single school district and has a school wide Title I program. It will also leverage these funds with Impact Aid and State M&O. The External Evaluator for the Teacher/Principal Framework is funded through the leverage of these funds.
<b>Use rigorous, transparent, and equitable evaluation systems for</b>	The school developed and adopted a state approved	The observation schedule is robust. Instructional	The teacher/principal evaluation tool is the	The funds available for the teacher/principal evaluation

<p><b>teachers and principals that take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates, and are designed and developed with teacher and principal involvement.</b></p>	<p>Framework for Teacher/Principal Evaluation model that meets the InTasc standards and the professional administrator standards that includes a rubric that focuses on rigor, performance, and data all tied to multiple observations by instructional coaches and evaluators. The model was selected by ADE as a best example for this required reform on teacher/principal evaluation for charter schools and was posted to the ADE website. The entire process included all teachers and administrators in the development of this process and is closely tied to Charlotte Danielson's model of reform and accountability. The process includes professional goals, feedback sessions and school and grade level goals in reading and math. The entire process is evidenced based and meets the requirements</p>	<p>Coaches will be in classrooms 80% of their assigned time and use the T4S or short form observation record to document instructional practices and to set up feedback sessions for coaching and other professional development opportunities. This process is ongoing and begins the second week of school after school wide assessment is completed. The Instructional Coaches will maintain individual observation/feedback sessions on each assigned teacher. The information is shared at the Leadership Team meetings each month to ensure that all teachers are meeting the expectations of the Framework of Evaluation. This entire process will continue weekly for the entire school year by the Instructional Coaches to meet the expectations of the Transformation Model and reach the student performance goals.</p>	<p>monitoring devise to ensure conformance with this requirement under the plan. Furthermore, the Instructional Coaching documentation which occurs weekly will be a second element in monitoring this indicator. Third, will be the data on student performance towards the target goals. Collectively, the tool, by design, is based on scientifically-based research on teacher/principal performance models and accountability as required under Race to the Top and ensuring all students master the Arizona College and Career Readiness Standards.</p>	<p>model are tied to state M&amp;O. Impact Aid and Title I. However, the budget submitted for this grant will ensure the full implementation of the model under the Transformation Model. This will include hiring an Instructional Coach. In order for teachers to provide tiered student support, especially in math, the grant includes one full time Math Interventionist and Math Paraprofessional.</p> <p>Costs:( salary+benefits) (1 FTE Instructional Coach:\$97,300) (0.8FTE Math Interventionist: \$50,400) (1FTE)Paraprofessional: \$35,000) <b>TOTAL: 182,700</b></p>
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	<p>under the law which combines both quantitative and qualitative data collection on performance of both the teacher and principal.</p>	<p>The external evaluators will conduct a formal long observation in the first quarter using the teacher framework evaluation instrument. Based on these observations, additional walk throughs will be conducted, which could lead to an action or performance plan depending on the data collected during these sessions and the collection of student data on performance. This process will be supplemented with regular short walk throughs, a minimum of 4 per teacher. A second formal long observation will be conducted in January based on the first two quarters of performance under the evaluation process. The final summary review with the Principal will occur in April 2015 based on the compilation of all observations and in-house data from NWEA, DIBELS, and Galileo. The final summary score for each teacher will be completed</p>		
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<p><b><i>Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</i></b></p>	<p>The school has a performance based model in place with the 301 plan, which has 40% of the funds tied directly to teacher/school performance on state testing, benchmark and formative assessment. However, within this grant, funds will be set aside for performance results, which may include professional development opportunities fully funded under this grant. As for teachers who fail to meet the performance targets, will be released from their contracts only after the appropriate required performance implementation plan (PIP) does not produce desired results.</p>	<p>The timeline for this process is tied to quarterly student performance goals which will identify high performing teachers as well as identify those teachers who may be placed on a PIP with strict timelines monitored by the Instructional Coaches and elevated observations by the external evaluators and administrators. Teachers who are under a PIP will have limited time to turn their practice around along with direct evidence of student achievement. The goal should never be to keep a poor performance teacher in place for the entire year. The focus has to be on student performance goals.</p>	<p>The monitoring of this process is embedded in the teacher/principal evaluation framework. The number of observations establish trend data on teacher performance and what action, both positive and negative, need to be taken on a quarterly basis. Again, if a teacher is on a PIP, he/she will be required to meet with the Instructional Coaches weekly to review data and to establish a series of coaching sessions to meet the goals of the PIP. However, if these steps fail to result in positive change, actions will be taken under the dismissal process of the school and the school will recruit a new, highly qualified teacher.</p>	<p>The financial support for this process is tied to the 301 funds, instructional coaches' positions, professional development opportunities and additional funds from the SIG grant. The cost for the professional development options offered through ADE or national conferences is approximately \$1,000/person for 15 staff members per year. Total: \$15,000/year. Examples include IRA, National Association of Teachers of Mathematics, Common Core Conferences, and Differentiated Instruction Conferences, RTI models of intervention, to name a few options. The cost of dismissal varies based on due process. The recruitment of new teachers will include a signing bonus to encourage applicants. These costs will be</p>
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				considered in-kind for legal fees and the recruitment hiring bonus may be included in the SIG grant. If appropriate it would not exceed \$1,000/year
<p><b><i>Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</i></b></p>	<p>The focus of the grant is to include a variety of professional development options that will focus on high quality, job-embedded sessions. Some of these will be conducted by the Instructional Coaches who attended the Capacity Building training offered by ADE in SY 2013/2014. All teachers will participate in four sessions on this model. In addition, the school will use an External Provider to support the schools' focus on data analysis, instructional reform strategies tied to data, curriculum alignment of maps and pacing guides to the Arizona College and Career Readiness Standards, Response to Intervention strategies in support of special education and early interventions, plus other</p>	<p>July 23- 29, Teacher In-Service Week with a focus on data, professional development survey 2014 and Galileo.</p> <p>Monthly early release on Wednesdays for Capacity Building Sessions, Data Review and Effective Instructional Practices August 13, September 10, October 8, November 5, December 3, January 14, February 11, March 4, April 8, and May 6. In addition, other times will be allocated for substitute teachers will be hired under the grant to provide teacher professional development opportunities established by the External Providers and the Leadership Team tied to quarterly teacher performance data.</p>	<p>All professional development sessions are rated with a survey issued at the end of each session to gather critical real time response from teachers on the training and topics. In addition, student data will be a factor in the effectiveness of the professional development since the goal of these sessions is to assist teachers in understanding and analyzing data and specific needs-based professional development tied to instructional coaching observations and external evaluations. In addition, feedback from the External Providers will be considered in the accountability of the capacity building model of reform. The key to this success of this plan is hiring substitute teachers to</p>	<p>The costs for this ambitious professional development plan is tied to the SIG grant and includes funding for instructional coaching, External Providers, Substitute Teachers so that the teachers can participate in the mandatory training/professional development offered by Instructional Coaches and External Providers during the regular scheduled work day. During the Teacher In-Service week they are on contract so no cost to the SIG grant. If there is a need for off contract time it is at a rate of \$150/day, which would be in-kind.</p> <p>Substitute Teacher are paid \$125.00/day. In most instances, some of the need will be filled by existing staff with a stipend</p>

	<p>sessions based on school performance indicators. The External Providers have a proven record of providing high quality professional development for several years as well as using a statistician to work on data reviews.</p>		<p>give teachers adequate time to learn and practice the instructional reform goals within this plan.</p>	<p>of \$40.00/day above hourly wages, if classified. The estimated cost for the 10 days for 9 teachers would be approximately \$10,000/year</p> <p>The scope of work for the External Providers will follow the recommendations of the SIG grant and may include up to 50 days that include on-site work, attending ADE trainings and classroom support through webinars, conference calls, emails and blogging. The focus of the External Providers will be to review data on student performance, instructional model, intervention options, and support and mentor instructional coaching, and support the teaching staff through the change process. The costs associated with the External Providers will vary on the needs; therefore, more than one External Provider may be contracted with once the pre-planning process is completed. It is</p>
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					estimated that this may cost up to \$45,000/year. This is approximately \$900/day to cover all expenses incurred by the External Providers
<b>Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.</b>	In addition to 301 incentives, the teachers will get incremental merit bonuses tied to student performance. Each core area teacher will be provided an opportunity to receive additional bonuses based on the increase of academic scores on a high stakes test. The ceiling amount for any teacher will be set not to exceed \$2,000. This will be based on a predetermined scale ranging from 1% increase in scores up to 20% increase. Also, each high performing teacher will be provided an additional sign-up bonus of \$1,500 to increase the staff retention rate.	The additional cash incentive plan will be implemented from the beginning of SY 2014-15 and shared amongst the teachers. Since the academic scores of our students on a high stake tests do not become available until the last week of May, the final incentive payments will be tied to the overall student performance of the high stakes tests.	The school Principal along with the help of Leadership team and external consultants will determine the amounts based on the net increase in percentile tied to multiple measurements from NWEA, DIBELS, Galileo and the High Stakes test. A rubric will be developed during the pre-implementation phase of the grant that is also aligned to the Teacher/Principal Framework for Evaluation Tool. The entire process will have teacher input to ensure maximum buy-in and equity in the process.	A small fraction of these cash incentives are already factored into the existing 301 monies but this plan of providing additional cash incentives to our high performing teachers is contingent to the availability of funds under this SIG grant. The costs for this indicator would be capped at \$10,000 under SIG funding and supplemented with other designated funds such as Impact Aid.	
<b>Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next</b>	Based on the academic scores of our students for the SY 2012-13, school has realized one of the primary factors for low	The new core area (Math) curriculum has already been purchased since 2013-14 school year. However, some of our	The monitoring of the progress in this area will be monitored weekly, monthly and quarterly by the Instructional coaches and	Since the school has already invested a considerable amount of funding to purchase the new curriculum, some	

<p><b>as well as aligned with State academic standards.</b></p>	<p>academic was a decade old math curriculum. The school has since purchased a newer and scientific and research based Math EnVision being implemented school wide. The new core area curriculum not only is vertically aligned but also reflects the required rigor an essential component of Arizona College and Career Readiness State Standards. This new curriculum also lends itself to vast amount of data which will be collected, analyzed and shared with the teachers to drive daily instructions.</p> <p>Another important change in the curriculum for reading and math is the addition of Compass Learning, a technology based content curriculum tied to the NWEA RIT scores which creates an individualized learning plan for each student with assessment. In order to enhance the formative assessment process</p>	<p>newly hired teachers, instructional coaches and interventionists may not be familiar and trained on this new curriculum. Our school will be requesting additional funding to provide on-site professional development for needy staff members. The aligned curriculum maps and pacing guides will be updated during this process to ensure alignment of the standards.</p> <p>In July there will be a Teacher In-Service week that focuses on the SIG grant and model as well as training on the math curriculum and Galileo assessment tools. Other topics include the review of the professional development calendar on Capacity Building and External Providers role and training. These sessions follow the school's monthly Wednesday early release days. Individual teacher support sessions will be scheduled as needed with the Instructional Coaches</p>	<p>school principal. In addition, coaches will be trained to train the teachers to establish the pacing guides and curriculum maps in each core area of the curriculum.</p> <p>In order to achieve high quality grade span alignments, monthly grade span meetings led by the Instructional Coaches will be held to ensure vertical alignment is happening and that the cross over standards are being addressed each quarter, checked off and reflected in the lesson plans. Minutes and agendas from all weekly grade level and monthly grade span meetings will be maintained and reviewed by the Leadership Team and External Providers. This is critical to ensure fidelity to the Transformation Model and for accountability required under SIG.</p>	<p>additional funding will be requested thru SIG grant to pay for the professional development, some curriculum related supplies and consumables. In addition, SIG funding will be used to pay for some of the substitute teachers while regular classroom teachers are being trained. The budget will also reflect technology initiatives that include Galileo and when necessary update classroom computers to support the requirements of the high stakes test.</p> <p>Substitute Teachers are included in previous indicator</p> <p>Galileo \$10,000 start up costs</p> <p>Replacement computers \$800/computer x 10/year Total: \$8,000</p> <p>Curriculum materials are estimated at \$5,000/year</p> <p>PD related to data analysis is included in External</p>
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	<p>Galileo will be added to the assessment model. This formative assessment information will be critical to determining student performance weekly and quarterly and to rank teacher performance as well. Trend data will also be analyzed to quantify the school's progress towards larger performance targets in reading and math. All of this data will be reviewed with the External Providers and shared in teacher in-service sessions as well as sharing data with the Board, families, students and community stakeholders.</p> <p>Date will be the cornerstone of the reform model and be public in terms of trend data so that all stakeholders feel connected to the plan and weigh in on annual performance targets under the SIG Grant.</p>	<p>throughout the year. Each training session will include a professional development survey on the effectiveness of the training sessions.</p> <p>During the pre-implementation planning period the Leadership team will develop the Professional Development calendar and topics tied to the SIG grant.</p> <p>Participation in the Professional Development will not be optional for any teacher.</p> <p>At the end of the year, there will be a summary review of all training, data and surveys to determine how effective the model was and what changes or topics will be addressed in the next year of the grant.</p>		<p>Providers contracted services</p> <p>Compass Learning In-kind \$4,500/year</p> <p>NWEA and DIBELS are in-kind contributions</p>
<b>Promote the continuous use of student data (such as from</b>	The school has an extensive network of	The timelines are embedded in the academic	The monitoring is embedded in the timeline	The cost for this indicator are already embedded in

<p><b>formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</b></p>	<p>benchmark, formative and progress monitoring plan which is tied to NWEA, DIBELS, and will purchase Galileo with SIG funds. Teachers also use curriculum based weekly assessments to insure that teachers have real time data to guide instructional strategies, professional development, and understand data analysis. The process is continuous and will establish flexible groups for differentiation of all students. These students who will be given additional time, 45 minutes a day in Reading and Math Pride. In addition, weekly student progress within these intervention programs will be monitored weekly to determine mastery and movement out of Read/Math Pride. Moreover, all students receive 45 minutes of strategic intervention with small group instruction following whole group instruction during Math and Reading Blocks. At the base of this model is data</p>	<p>calendar of 182 days, plus intersession, after school and summer school programming to extend the learning times.</p> <p>All data is compiled on Excel spreadsheets tied to weekly curriculum formative testing. With the addition of Galileo the Instructional Coaches will use the pre-implementation planning to develop the formative assessments tied to the Arizona College and Career Readiness Standards for each grade level. This data will be collected as a cross check to fidelity of the skills, curriculum maps and pacing guides. Student performance will be measured with this indicator along with DIBELS and NWEA.</p> <p>Date will be used to justify instructional strategies, professional development, coaching sessions and evaluation. Collectively, the data becomes the primary tool for</p>	<p>associated with the collection of data. Basically data trumps everything and will be the bases of all decisions on accountability and effectiveness of the Transformation Model under SIG. Within the professional development calendar, there will be work sessions with the Leadership Team, Instructional Coaches, and External Providers to self-reflect, create action plans, adjust curriculum and instruction, communicate data to the stakeholders, and celebrate student performance by teachers, grade levels and as a school. It is critical that all gains are recognized by the teachers, students and administration. There as to be a strong sense of unity to the goals and the processes under the model to effect the required change.</p> <p>Data will be collected, analyzed, shared and used to make informed decisions</p>	<p>the school's continuous performance plan with the exception of the External Providers identified earlier in this chart. Thus, many of the costs for personnel are provided through state M&amp;O, Impact Aid and Title I funds.</p>
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	to drive all decisions on student performance goals. Plus, student are required to set weekly goals and track their data that will be reviewed by the teachers regularly to ensure students understand the importance of data and mastery.	differentiation in the classrooms, formation of flexible groups, and referrals to Math/Reading Pride, Morning Café, Brain Club and other intervention options.  Therefore, the timeline is literally daily, weekly, monthly, quarterly, by semester and annually. It will inform all decisions.	that support the student performance targets.  The External Providers will be required to prepare formative quarterly reports and an annual summative report for both accountability and planning purposes under the grant.  In addition, the LEA/school will comply with all required reporting documents assigned by ADE.	
<b><i>Establish schedules and implement strategies that provide increased learning time.</i></b>	The school has a 182 day calendar and changed its calendar for SY 2014/2015 to eliminate early release on Fridays and adopt a once a month early release on Wednesdays. This will increase the learning time available to all students. In addition, the school has a 21 <sup>st</sup> century community learning grant from the BIE which supports after school, intersession and summer school programs, both for academic and enrichment options for all students.	The established schedules run for 182 days plus the two intersession periods of 4 days, after school sessions twice a week for the entire school year and four weeks of summer school. Every opportunity to provide learning options is established in the calendar. July 30, 2014 to May 22, 2015.	The monitoring is built into the daily schedule and will be documented by the Instructional Coaches, evaluators, and External Providers through the year. All of the observations are on a tablet and stored for review and coaching sessions, evaluations are on a tablet and used for final summary evaluations and reports from the External Providers will be collected to determine how this element of the plan is working and increasing student performance.	The cost is only related to professional development with substitute teachers as noted in the plan in previous sections.



<p><b><i>Provide ongoing mechanisms for family and community engagement.</i></b></p>	<p>Family and community engagement is critical to the overall success of the school. Increasing the level of involvement has been a long term goal of the LEA/School. The school is very fortunate to have a family literacy program in which parents/guardians attend school four days a week with their preschool child. This program has been in operation for 22 years. As a result, these parents continue to stay connected to the school in grades K-5. Furthermore, the school is involved in the re-establishment of the O’Otham language and culture and many events celebrate this commitment throughout the year. This unique focus has increased the number families who participate in events at the school.</p> <p>The school also hosts a monthly family literacy/celebration which is sponsored by the Family Involvement Action Team</p>	<p>The timeline is embedded in the calendar with monthly FIAT events as well as special events throughout the year. Additional information will go out in forms of newsletters, web site, flyers, scheduled meetings, and surveys. Again, all the data on each activity will be documented for an annual review process to guide the next year’s calendar.</p> <p>Time frame: July to May</p>	<p>The monitoring of the scheduled events will be accomplished by compiling data from sign in sheets, surveys, and parent/teacher conference feedback, requested parent meetings with the Principal and/or teachers, and external review by the External Providers on this topic. The LEA/school is committed to raising this level of engagement which is so critical to a child’s academic success in school.</p>	<p>The cost of these events are already funded with other sources; however, a SIG sponsored event would be underwritten by the grant with a shared cost.</p> <p>Anticipated cost for SIG sponsored events \$1,000/year depending on what is scheduled by the Leadership Team.</p> <p>The Parent Liaison is an In-kind contribution from Title I funding</p>
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	made up of staff and parents. All of these events are well attended.			
	<p>Every August the school hosts a Title I information night to review all aspects of the school wide plan, parents' rights, special education services, curriculum, technology, the school calendar, and other pertinent upcoming events. The goal is to maintain open communication with the family and community agencies. At this event and the monthly FIAT events, community agencies set up tables to share information and resources to the families. The SIG grant would be added to this annual information night. Plus, the school sends out a bi-weekly newsletter and a page will be dedicated to SIG along with the website. Teachers send out weekly classroom newsletters and will also include SIG activities. The Board meets monthly and there will be a standing SIG</p>			



			<p>report on the Board agenda, which are open to the public. Every effort will be made to keep the families and community involved in the SIG grant goals and performance targets.</p> <p>Information is sent home as well to parents on home work support, parent/teacher conferences, student handbook, special education rights, and other critical topics. Under the SIG grant, the school will sponsor additional opportunities to engage the families and community in support of the grant activities. The school has a full time parent liaison who will be instrumental in communicating information to the families and community members.</p> <p>The Principal reports quarterly to the Tribal Council on the school's progress and events, which will include SIG as well.</p>		
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	All of the family and community engagement activities will be documented with flyers, agendas, minutes, and sign in sheets. A special survey will be developed on SIG sponsored events to determine the level of understanding of the grant and if the trainings and events were helpful in supporting the student performance goals. Again, the results of the survey will guide decisions for upcoming years in the grant.			
<b><i>Pre-Implementation- If requesting pre-implementation funds complete this section.</i></b>	<p>The purpose of Pre-Implementation funds would be for the Leadership Team to meet from June to August to strategies to meet specific goals as outlined in the SIG Transformation Model. This includes selection of the External Providers using the suggested guidelines from ADE, determining</p>	Timeline: June to August 2014	<p>The monitoring will be tied to artifacts created for each activity of the pre-implementation plan. However, the effectiveness of the process will be monitored throughout the year of the implementation as evidenced by the level of success towards student performance targets.</p>	<p>8 members of the administrative team paid a daily stipend of \$200/day for 10 days over the months of June to August. Total costs: 16,000/year The school operates four weeks of summer school in June, so the majority to extra planning would take</p>

	<p>scope of work for External Providers, setting PD calendar for the year, ordering Galileo and creating formative assessments by grade level and skill set, order supplemental curriculum materials, replace outdated classroom computers, hire HQT paraprofessionals, instructional coach and math interventionist, review 2014 data for a teacher in-service, review curriculum maps and pacing guides, establish benchmarks for SIG grant and create a SIG calendar to share with teachers, and finalize all housekeeping and reporting requirements for ADE. Leadership</p>			place in July and August.
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	Team will present SIG grant and its goals to the parents and community members in August at the Annual Title I meeting.			
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Transformation Model				
<b>Name of Participating School:</b>	Akimel O'Otham Pee Posh Charter 3-5			
<b>Strategies</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total 3 Year Grant Amount</b>
Recruiting and hiring building principal	0	0	0	0
Teacher and principal evaluation systems	0	0	0	0
School leader, teacher and other staff rewards for increasing student achievement and high school graduation rates	15,000 PD	15,000 PD	15,000 PD	45,000
Process for removing school leaders, teachers and other staff that have not after ample time increased student achievement and high school graduation rates	1,000	1,000	1,000	3,000
Ongoing, high-quality, sustainable job-embedded professional development aligned with instructional program	45,000 Ex Pro Substitute Teachers 10,000	45,000 EP ST 10,000	45,000 EP ST 10,000	135,000  30,000
Incentives, career growth and flexible work conditions designed to recruit, place and retain transformation staff	10,000	10,000	10,000	30,000
Identify and implement an instructional program aligned to state academic standards	23,000	18,000	18,000	69,000
Assessment data review and analysis	0 included in PD/External Provider costs and In-kind	0	0	0
Data systems	0	0	0	0

	Ati-Galileo included in previous area in-kind for DIBELS and NWEA			
Increased learning time for students	0 Embedded in calendar and daily schedules	0	0	0
Ongoing family and community engagement	1,000	1,000	1,000	3,000
Reading Interventions (RTI)	0 (In Kind)	0	0	0
Math Interventions (RTI)	50,400 (includes benefits)	50,400	50,400	151,200
Additional Reform Activities: Specify Instructional Coach and Paraprofessional	97,300 (Inst. Coach) 35,000 Para	97,300 (Inst. Coach) 35,000 Para	97300 (Inst. Coach) 35,000 Para	291,900 (Inst. Coach) 105,000 Para
Pre-Implementation Activities	16,000			16,000
<b>Total</b>	303,000	282,700	282,700	868,400

## LEA and School Three-Year Preliminary Planning Budget Template

(Submit a proposed three-year preliminary budget for each

participating school requesting SIG funds and for the LEA if requesting LEA level funds)

If requesting LEA funds, describe the support activities and estimate the amount of funds that will be set-aside to support the school(s) in implementing the selected model.

For each school competing for SIG funds, a preliminary 3-year budget is required. For each school estimate the amount of funds that will be needed to implement and support the various requirements of the four interventions. The minimum annual amount per school is \$50,000 and the maximum annual amount per school is \$2,000,000. (A proposed 3 year budget must be submitted for each school- make additional copies as needed).

### LEA Preliminary Budget to Support Selected School Model(s)

<b>Name of LEA:</b>	Akimel O'Otham Pee Posh Charter 3-5 N/A for LEA Level, School Level Budget included for Transformation Model			
<b>Support Activities</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total 3 Year Grant Amount</b>
<b>Total</b>				



## **Part II: Narrative**

### **Section A: LEA Readiness**

#### **(1) Interest:**

The school leadership team selected the Transformation Model under the school improvement criteria based on the student performance data from SY 2013/2014, DIBELS and math and reading scores from NWEA, which demonstrate that students are meeting or exceeding NWEA RIT scores, demonstrating gains in fluency and comprehension in reading. Furthermore, the Transformation Model builds on the current expertise and leadership of the Superintendent/Principal and the Leadership team, which have been instrumental in implementing several research-based reform models. Moreover, the key elements of this model include principal/teacher evaluation system, which is fully in place and was selected by ADE as one of the best models for the Framework for Teacher/Principal Evaluation. Plus, the school has an on-going, job-embedded comprehensive professional development model/calendar tied to teacher surveys, annual data review as well as weekly data checks with the Instructional Coaches by grade level. Moreover, all teachers meet HQT and Highly Effective standards as part of recruitment/retention practices. Financial incentives are tied to the 301 monies and teacher evaluation system. Collectively, these elements are the foundation to the comprehensive instructional model of the school and meet the elements of the Transformation Model.

#### **(2) Systemic Approach:**

The Akimel O'Otham Pee Posh Charter 3- 5 School is located on the Gila River Indian Reservation as a school located on the campus of Blackwater Community School, a Bureau of Indian Affairs (BIA) Grant School. The school is considered rural and has an 82% free and reduced lunch count and is isolated because of its location on the reservation. The original school, Blackwater Community School, was established in 1939 as a K-2 federal school. An agreement with the BIA allowed the Board to apply for a Charter for the upper grades. In 2009/2010 the Board received approval to add fifth grade to the charter.

The student population is 100% Native American children residing on the Gila River Indian Reservation primarily living in three villages. All the children are bused to school. The school is identified as a Title I School based on the demographics of the population. Within the community there is high unemployment and a high percentage of families

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that have not completed high school. Currently, there are 140 students enrolled in the third through fifth grade. Within this population, there are fourteen (14 or 11%) students that are identified and placed in special education. At this time, there is no ELL or homeless students enrolled.

In a recent publication produced by the Gila River Indian Community Regional Partnership Council the following statistics were noted:

- ❖ 2,566 children ages birth to 5 live in the Gila River Region, a 79% increase from 2000- 2009
- ❖ 85% of children birth to 5 are cared for by Family, Friend and Neighbors
- ❖ 15% of children birth to 5 are cared for in early childhood centers
- ❖ 64% of young children live in poverty
- ❖ Teen pregnancy is 26%, more than twice the state average
- ❖ The high school drop-out rate is 34%. Nearly two-thirds of adults in the region have at least a high school dip

The Gila River Indian Community (GRIC) is a 374,000-acre Indian Reservation located in South Central Arizona, bordering the Phoenix metropolitan area. The community is divided into seven (7), separate, geo-political jurisdictions, known as districts, each with its own governmental structure. The GRIC political organization is an elected Governor and Tribal Council comprised of elected representatives from each district, based on population. GRIC is the fourth largest federally recognized Native American Tribe in the United States and consists of two distinct tribes the Pimas (Akimel O'Odham) and Maricopa's (Pee Posh).

The current staff composition consists of three classrooms in third grade and two each in fourth and fifth grades. All teachers meet the HQT requirements and three paraprofessionals are assigned to these grade levels. All the paraprofessionals meet the HQT requirement and have A.A. degrees or higher. In addition, there is one special education teacher, a part time math interventionist, a part time instructional coach, a speech therapist, a .75FTE librarian, and one part time reading interventionist. Furthermore, there are several tribally supported positions that consist of one full time counselor, two part time counselors, PE teacher and Culture/language teacher. Administrative and operational positions include one Superintendent/Principal, one Assistant Principal, four bus drivers, Food Service Manager and three cooks, .75FTE Business Manager and four office support staff members and three full time technologists. Several of the key positions are shared costs with the BIE Blackwater Community School. The co-existence of the BIE and Charter school is a unique pairing of both federal and state resources to meet the needs of this community. All district and

school level activities are overseen by the Superintendent/Principal. The school is operated under the direction of an elected five member Board of Trustees.

It is important to note that there is a strong emphasis on the O'Otham Culture and Language. The preservation of the O'Otham language is a priority on the reservation. The O'Otham language is almost extinct and the tribe adopted a formal orthography in July 2009. This has been a huge step in the preservation of the language. Every grade level is learning the Native language and expanding their knowledge of their culture. Throughout the school year, there are cultural celebrations. Furthermore, in each classroom, the O'Otham language is displayed to help the children learn to read and write their Native language.

The school operates as one entity on a day to day basis even though the funding is separate under the BIE and state charter. In other words, the school climate and culture reflects the community's perception that this is one school that celebrates and honors the Akimel O'Otham (River People) culture and tradition. It would be impossible to separate the charter from the BIE School in terms of the academic program and instruction. The school's financial functions are treated as separate entities. Collectively, these tribal partnerships ensure that all the children and families who enroll at this school receive high quality services in a variety of areas and enhance the current services offered at the school.

Parental Involvement is high because of the multiple generations of families who have had children at this school. The school sponsors monthly family events around different themes, sponsors Open Houses on NCLB, Title I, Title IV, 21st Century Community Learning Grant, Title VII, School Improvement, Special Education, and other policy related events. These family focused events are organized and sponsored by the school's Family Involvement Action Team (FIAT). This committee is made up of parents and staff members. This committee develops an annual calendar of events that celebrate the local culture, academic goals, and community partnerships and ensures that the concerns and interests of the families are honored throughout the year. The school also publishes a weekly newsletter to highlight upcoming events. Additionally, all teachers send home a weekly newsletter to the families of the children in their respective classrooms. It is normal for the school to have over 90% attendance at parent/teacher conferences as well as a full house at the monthly events. Every time there is an event planned, books are sent home with the children to encourage reading at home.

All teachers have weekly grade level planning meetings during specials so they can collaborate on lesson plans and discuss student data to create flexible groups for differentiated instruction. Moreover, all teachers participate in monthly grade span

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meetings to discuss trends and other data related information. Additionally, once a month there is a Leadership Team meeting with Administration to discuss grade level/span issues and student progress. The composition of the Leadership Team consists of the Superintendent/Principal, Assistant Principal, part time Instructional coach, and special education director. The goal of the Leadership Team is to ensure that all teachers and administrators are proactive in meeting the students' needs as well as the school wide goals. Data is at the heart of all the meetings and is the driving force of the school.

### **(3)Desire for Change:**

Akimel O'Otham Pee Posh Charter 3-5 is committed to this change as evidence by the bold instructional changes it put into place in SY 2013/2014 which addressed the letter grade it received in this school year, which was the first time the school failed to meet the standard. The following changes were implemented successfully and demonstrate that the Superintendent/Principal, Leadership Team, teachers and support staff were focused on raising student performance. The financial commitment to these changes were met by reducing many other items in the school's budget, but will require new infusion of funds, especially the SIG grant to sustain these in SY 2014/2015.

1. Data Analysis: The school contracted with a statistician to review all student data and determine the lowest 25% on AIMS as a target group to ensure that these students received intensive interventions in the school year.
2. Reading and Math Pride: Based on weekly data and the bottom 25%, the students would receive an additional 45 minutes of skill specific interventions tied to weekly performance data in the core content areas. These students' performance indicators were also tracked using DIBELS, NWEA and core curriculum assessments to determine how effective the interventions were and what adjustments were needed to address any student who was not making sufficient progress.
3. Morning Café: The bottom 25% of the students were assigned to Morning Café for up to 20 minutes before school to work on individualized learning plans, using Compass Learning. This was a technology based resource that all students had access to and correlated to their individual NWEA RIT scores. The work on Compass Learning was monitored weekly by the Instructional Coaches and teachers.
4. Brain Club: Each teacher selected 4 of their most intensive students to stay on Friday afternoon following early release to receive individual tutoring in math and reading.
5. 21<sup>st</sup> Century Community Learning Grant/Tribal Funding: The school has a BIE 21<sup>st</sup> Century Community Learning Grant that supports K-2 and Tribal funding for grades 3-5 to sponsor afterschool, intersession and summer school programs, which include an academic component for 45 minutes daily. In the after school

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program a second bus run is offered to ensure students stay for this program and receive additional support. Because of isolation, the classroom teachers are the instructional staff for these programs.

Collectively, this level of commitment to student performance is the cornerstone of a Transformation Model to raise student achievement and has laid the ground work for ongoing reform over the next four years under this grant.

#### **(4)Barriers:**

The barriers to implementation of this model are tied to funding to support the systemic changes, professional development and key personnel to support the reform measures. A second barrier will be the full implementation of the Arizona College and Career Readiness Standards, which has been in place for three years; however, since AIMS was still the high stakes test, grades 3-5 had to teach to both, using the ADE crosswalk. These teachers will require additional PD to support the expectations of the new standards. In anticipation of this need, the one Instructional Coach and teacher attended the ADE sponsored Capacity Building training in SY 2013/2014 and this will be the focus of PD for SY 2014/2015. Finally, there will be staffing changes in the upcoming school year. Outside of the school setting, there are endemic community/social barriers within the reservation that affect all students daily in terms of academic gains. Some of these are low attendance rates, high dropout rates, the “feeder school” system of transition, high drug, alcohol, suicide, and domestic violence rates, extreme poverty, extreme rates of diabetes, and high unemployment. Because of these pressures, a comprehensive system of support and reform will be necessary to help students achieve academically, socially, physically, and culturally.

#### **(5) Past Turnaround Efforts:**

The school received a SIG grant in SY 2010, not because it was a priority school, rather ADE extended the opportunity to all Title I schools to apply for this grant. The focus under this application was the identification of root causes, barriers, strengths, and new strategies. It was similar to some of this grant’s criteria. The main strategy for reform was an AIMS Academy that utilized the K-2 teachers as resources to the 3-5 teachers for 45 minutes after school Monday – Thursday. This strategy had limited success because the students needed more intensive support throughout the day, which is what the school put into place in SY 2013/2014. If you review the school’s review of this grant’s implementation by ADE, it was considered highly successful.

**(6) Continuous Improvement:**

Akimel O'Otham Pee Posh's continuous improvement plan in ALEAT outlines the overall focus on improving student achievement based on AIMS results. It will be updated for SY 2014/2015 to address the AZ College and Career Readiness Standards. The addition of Morning Café and Brain Club will be embedded in the plan. The SIG grant will also provide additional financial support as well as technical assistance to support job-embedded professional development, External Provider support, comprehensive data analysis and incentives for high performing teachers and administrators.

**(7) Support to Underperforming Schools:**

Akimel O'Otham Pee Posh's continuous improvement plan in ALEAT outlines the overall focus on improving student achievement based on AIMS results. It will be updated for SY 2014/2015 to address the AZ College and Career Readiness Standards. The addition of Morning Café and Brain Club will be embedded in the plan. The SIG grant will also provide additional financial support as well as technical assistance to support job-embedded professional development, External Provider support, comprehensive data analysis and incentives for high performing teachers and administrators.

**(8) External Supports:**

The school has always used external providers to focus on school reform efforts. They include Dr. Ronald Areglado, National Consultant on School Reform, Dr. Charlotte Wing, data analysis and consultant on the development of the school's Teacher/Principal Framework Evaluation System, Julie Cibberelli, on data and external evaluation, Dr. Michael Schmoker, on ELA Common Core, and Dr. Elizabeth Johnson, Carlos Rascon and Kathy Walsh, Eastern Michigan University, on direct instructional strategies. All consultants have established reputations in their respective field and have worked for the school over the past ten years. The school will continue to rely on their expertise within this School Reform Grant based on the Transformation Model. It is expected that in the first year of the grant, Julie Cibberelli, Carlos Rascon, Dr. Elizabeth Johnson and Kathy Walsh, will provide on-site support for teacher evaluation, data analysis and mining, and direct instructional teaching as the school's primary external providers.

**(9) Stakeholder Involvement:**

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The school was required to write a Demonstration of Sufficient Progress for the Charter Board, and this involved extensive vetting with all staff, the Board, consultants, and parents in order to write the plan. Representatives from the Charter Board visited the school to confirm all the elements of the plan and verify the reform strategies that were implemented to address this one year dip in a letter grade on AIMS. This plan is being fully implemented by all stakeholders and will be reviewed in May/June based on AIMS results to determine what worked and what needs to be added or modified. In addition, at the Annual Title I Parent meeting in August, the SIG grant, goals, and performance targets will be shared to maximize support from all stakeholders. Furthermore, the mandated ADE Priority letter will be mailed to all enrolled families with reference to reform strategies and open communication between families and the school.

## Section B: LEA Commitment and Capacity

- 1. Stakeholder Buy-In:** The School Board and Leadership Team will review the grant application with all stakeholders to ensure that there is maximum buy-in and commitment to the process. This will occur at a School Board meeting, open to the public and at an upcoming staff meeting, prior to the end of school and again during the teacher In-service week in July 2014. In order to ensure that the parents and community members are fully informed on this grant, at the annual Title I meeting in August the plan will be discussed again with copies available to all attendees and a notice will be sent home to let all parents and community members know the plan is available for review upon request.
- 2. Operational Flexibility:** Since the school is a single school district, the ability to implement change quickly and effectively already exists as evidenced with the transformational strategies executed in SY 2013/2014. These strategies reflected a review of data, feedback from teachers and support staff, Board guidance and the vision of the Leadership Team, including the Superintendent/Principal. The fact that the Superintendent is also the Principal ensures that flexibility exists for scheduling, resource deployment, budget allocations, staffing, and professional development. In fact, the longevity of the Superintendent/Principal is a strength of the school and will ensure that the SIG grant can operate in an environment of reform tied to student performance data, professional development and teacher/principal accountability over the life of the grant.

- 3. Competency-Based Selection:** The current Superintendent/Principal, Ms. Jacquelyn Power, has a proven record of success as evidenced by previous year data on AIMS. In fact, in 2011, Akimel O’Otham Pee Posh 3-5 Charter was selected by ADE as the Title I Distinguished School of the Year for Arizona. This involved submitting a detailed application on the school’s current practices and leadership model and AIMS data over a two year period of time. The school won in both categories of AIMS results and reducing the number of students in the FFB category. In addition, the Superintendent/Principal was recognized in 2012 by the National Association of Elementary School Principals as the Distinguished Principal of the Year for Arizona. This award was tied to the nationally recognized Principles of Effective Leadership. Ms. Power was selected in 2006 as a Presidential Fulbright Scholar and for 2013/2014 she was selected by the U.S. State Department as an Education Ambassador, one of ten in the nation, and she will represent the United States in Brazil in August 2014 on an education exchange. Collectively, these honors reflect Ms. Power’s knowledge of school reform and the hard work it takes to maintain, and in this instance, transform a school to meet the rigor of the academic standards for all students. Even within a unique population of Native American students, who historically have never performed well on standardized tests, Akimel O’Otham Pee Posh has made significant gains over the 20 years she has been at this school. The reform strategies put into place in SY 2013/2104 reflect her sense of vision and leadership to actively change practices based on scientific-based research models to address the poor performance that occurred in 2013. Ms. Power has the credentials and expertise to oversee the Transform Model proposed in this grant.
- 4. Teacher Effectiveness:** The Board of Trustees and Superintendent/Principal only hire HQT teachers and paraprofessionals to work at the school. In terms of financial incentives, the school ties this to the 301 funds from ADE. Currently, the caliber of teachers at the school ensures they are capable of implementing the Transformation Model and will meet the performance goals set forth in the grant. This will be accomplished through intensive on-site professional development, Instructional Coaching, mentoring, feedback from the teacher evaluation team, weekly data analysis, and the commitment of time and talent to the reform strategies. Outside of the 301 incentives, stipends or other financial options will be considered within the structure of the grant. This is a very small school with limited financial resources beyond the regular budget capacity. However, the Board and Administration take teacher performance seriously and offer other incentives centered on professional development to support teacher



performance. Based on budget, some of the teachers attend national conferences, fully paid for by the school, over the summer months.

**5. Instructional Infrastructure:** The school has fully implemented the Arizona College and Career Readiness Standards at all grade levels. The school has a detailed curriculum map and pacing guide for each grade level; however, this is reviewed annually to make necessary adjustments, especially when curriculum changes, which it did in SY 2013/2014 in math. The school uses EnVision Math and continues to use Houghton Mifflin, Journeys for reading. Every week teachers track student data on core formative assessment tests and this data are reviewed weekly at grade level meetings with the Instructional Coaches. Furthermore, benchmark testing using NWEA and DIBELS is conducted three times a year to establish flexible groups and create baseline data and trend data. As noted earlier in Part I, the school implemented several intervention strategies that include Reading/Math Pride, Morning Café, Brain Club, and 21st Century Community Learning Grant intervention after school, intersessions and summer school. Moreover, under Move on When Reading law, a summer intensive reading program is offered for any student who was a FFB on AIMS of Stanford 10 in second grade. The school annually sets school wide goals in reading and math. In SY 2013/2014 were 60% in math and 75% in reading. These targets were consistent with the virtual twin noted from the Charter Board review. The school also maintains scientifically-research supplemental curriculum that includes Phonics for Reading, Soar to Success, Read Well, Read Naturally, and Compass Learning. Finally, students and teachers are expected to track data weekly and set learning goals. All of these strategies are under the leadership of the Instructional Coach and Administration. The Teacher/Principal Evaluation tool includes multiple data points as 50% of the overall rating and 50% on the InTasc Professional Standards.

As noted earlier, all data is reviewed at weekly grade level meetings and monthly grade span meetings to identify flexible groups for Reading/Math Pride, Rtl services, Morning Café and Brain Club. Students also track their data to set weekly goals and classroom goals.

**6. Model Implementation:** The school has selected the Transformation Model of reform which has a focus on on-going, high quality, job-embedded professional development that is aligned with the school's comprehensive instructional program, data analysis, incentives for performance (301), professional development tied to comprehensive reform models, comprehensive teacher/principal evaluation model, highly qualified principal, with proven track

record, and transformational intervention strategies that were implemented in SY 2013/2014. Collectively, the LEA has taken the necessary steps to design and implement interventions consistent with the model requirements. The focus on leadership is a critical element of the reform strategies the school has taken and will be used as a baseline to build on the reform model. In addition, the external consultants will provide the expertise to ensure that the strategies are fully operational and meet the overall performance goals of the grant as well as oversee the professional development for the Principal and teachers to effectively incorporate the reform model into daily practice. The financial incentives, which are a major focus under the guidance document, will be addressed within the budget and under the current 301 plan.

- 7. Evaluation:** The Leadership Team, including the Superintendent/Principal, will monitor the progress of the reform model based on benchmark data, progress monitoring, and on-going formative assessment data. The school is small enough so that each student's individual learning plan can be reviewed by the team to determine what the trend data is showing and what additional interventions need to be activated, including referral to the Reading/Math Pride program, Morning Café, Brain Club and/or after school tutoring. Every option will be reviewed to determine a rapid response to the student's growth plan. Since the interventions established in SY 2013/2014 are tied to flexible groups, it will be easy to refer a student to intensive services. In addition, the Instructional Coaches funded through the grant will do daily walk throughs using a T4S form and short observation form to determine the level of fidelity to the curriculum and pacing guide. Feedback sessions with the teachers will be scheduled to address any concerns that may be evidence from these observations. Additionally, the Evaluators will also do short and long walk throughs using the approved Teacher Evaluation model. The forms are on-line so teachers get immediate feedback and follow up can be scheduled as needed. The reform strategies are designed to be flexible in terms of supplemental materials, time, and data review so that the intervention model can be modified if the trend data is flat lining. The goal is to support each student so that he/she can reach proficiency within a skill set. The collection, analyzing and sharing of the evaluation data is the responsibility of the Superintendent/Principal, Assistant Principal and Instructional Coaches. All the data is reviewed at set staff meetings and weekly grade level meetings. Plus, there is a monthly grade span meeting to look at trend data in grades 3-5.
- 8. External Providers:** The school will review the list of external providers noted in the application as well as review the areas of needs based on the 2014 AIMS

results. However, the school has a history of working with nationally recognized consultants, as noted in the application and will seek a proposal from these consultants as well. Once all the information is collected, the Leadership Team will select who or which organization to use as an external provider. This is consistent with the federal guidelines and those from ADE. The school clearly recognizes the advantage of an external provider in implementing the reform model.

**9. Alignment of Resources:** The LEA and the school are one in the same and the ability to implement the SIG grant has a proven history with ADE. In addition, the required funds to support the intervention model will be identified within the school's budget system (Visions) to ensure compliance under the law and for audit purposes. The school consistently has a record of clean audits in the execution of all funds, state, federal and tribal. The audits are available for review, upon request. Additionally, the school operates under a school wide model and maximizes all funds allocated under Title I, Title II, Special Education IDEA Part B, REAP, Impact Aid and Tribe. Furthermore, in order to address the extreme social issues on the reservation, the school relies on the Gila River Indian Community network of providers from Behavioral Health, the hospital, and police/fire department. The school also has on-site counselors available for all students daily, technology resources, culture and language instruction, physical education program, Olweus Bullying Program in partnership with ASU, and a comprehensive special education program that had no findings from ADE. All of these services will be utilized to support the goals of the grant.

**10. Fiscal Capacity:** The school has the ability to manage the funds under this grant as noted in item 9. The school has an excellent history of fiscal accountability as evidenced by its audit history, its compliance with ADE on grants, its execution of federal competitive grants, and coordination of all fiscal responsibilities with the Bureau of Indian Education. The school submitted its General Statement of Assurance when they became available and has never had significant findings of any kind from any agency of the government.

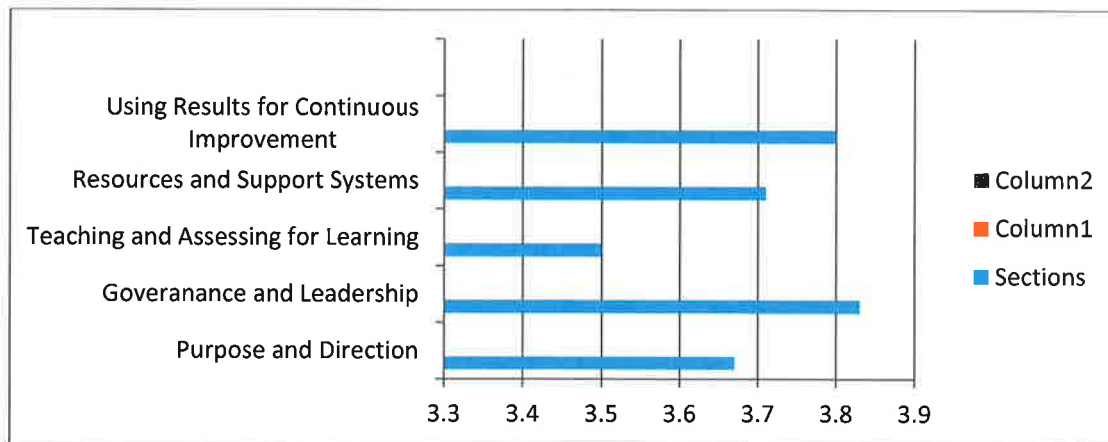
**11. Sustainability:** The school implemented its reform strategies in SY 2013/2014 without the financial assistance of the SIG grant by reallocating its limited resources to ensure that the focus remained on the student performance. Teachers received stipends from the BIE 21st Century Community Learning Grant, tribal funds, and Impact Aid. The school has a history of resource allocations that support reform strategies and the Superintendent/Principal

actively seeks out grants to provide the additional dollars to support the reform measures. However, even without extra dollars the schools has put students first and made the sacrifices to implement change. Therefore, when this grant ends, the school will continue to support the reform measures that proved to be successful under the SIG grant so that no student is denied the comprehensive support necessary for him/her to be successful, especially with the change in the standards and high stakes testing. Native American students are at the greatest risk for failure within these nationally mandated reform strategies; even so, the school is committed to implementing culturally relevant reform strategies that will result in Native American students demonstrating proficiency in this high risk testing environment.

## **Section C: Needs Assessment**

### **1. Current Conditions:**

The school completed its AdvancEd Accreditation process for the purpose of re-accreditation in 2013. The following table and narrative reflects the self-reflection portion of the visit.



*Self-Assessment Scores by Section: Range 1-4 || Blackwater Community School / Akimel O'Otham Pee Posh Charter Schools, Inc.*

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness sand uses the results to guide continuous improvement. The school has an assessment plan that includes formative and summative evaluation tools to track mastery for all students in the core content areas. Multiple measures include Northwest Evaluation Association (NWEA), Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next), phonics and spelling inventories are used to drill down specific student skill deficiencies, Every Day Counts math

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assessments, HM reading and math core skill/chapter test and on demand writing benchmarks. The data from these assessment tools become the basis for differentiated instruction and strategic/intervention strategies. Incorporated in this assessment process is weekly goal setting using DIBELS Next progress monitoring scores by the teachers and students.

The Executive Summary prepared by the AdvancEd team summed up all components of the school's operations and addresses the seven indicators of the effective leadership of this application. However, because of page limitation, I will only include the final paragraphs of the Executive Summary in this section. The entire Self – Assessment and Executive Summary are available for review.

The greatest factor in Akimel O'Otham Pee Posh Charter School's success is the shared belief that every child is everyone's child and they are the future leaders for this community, failure is not an option and all children can learn. The school's vision permeates every aspect of the school day. Specific elements include scientifically-based research curriculum delivered by highly effective teachers with a structure that differentiates instruction for each child tied to data. Embedded professional development supported by instructional coaches ensures success. Most importantly, we provide a culturally sensitive education model from the revitalization of the language to the striking, authentic murals. "Quality Education Begins Here" is truly a community commitment, which honors the Akimel O'Otham Pee Posh Legacy! (page 4).

## **2. Student Performance:**

In addition to the Needs Assessment, the data which establishes the baseline year from SY 2012/203 and the student performance targets that will be reached over the next four years of the grant.

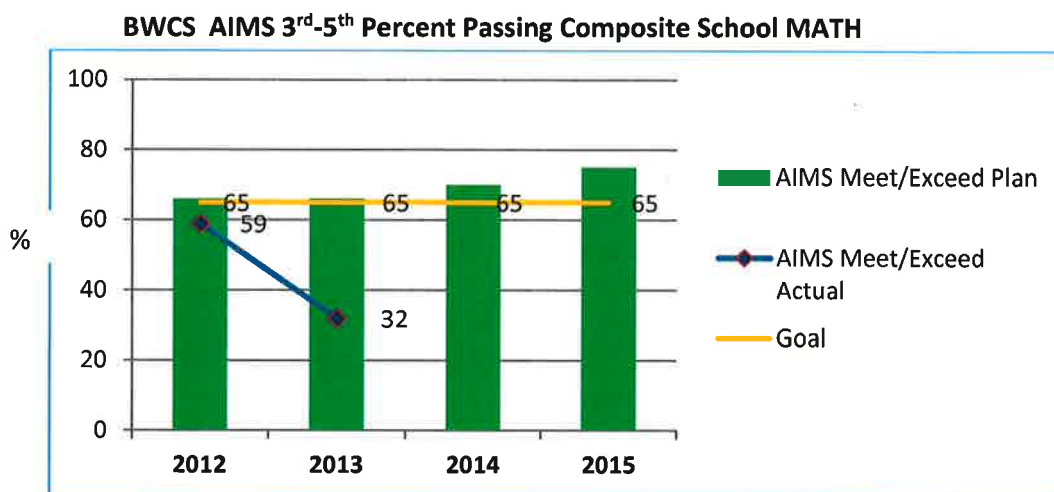
The following AIMS data reflects the starting point for establishing systemic changes in SY 2013/2014:

<b>Grade</b>	<b>Reading % Passing</b>	<b>Math % Passing</b>	<b>AZ Reading/Math %</b>
3	69	38	82/76
4	56	29	81/74
5	64	31	84/72

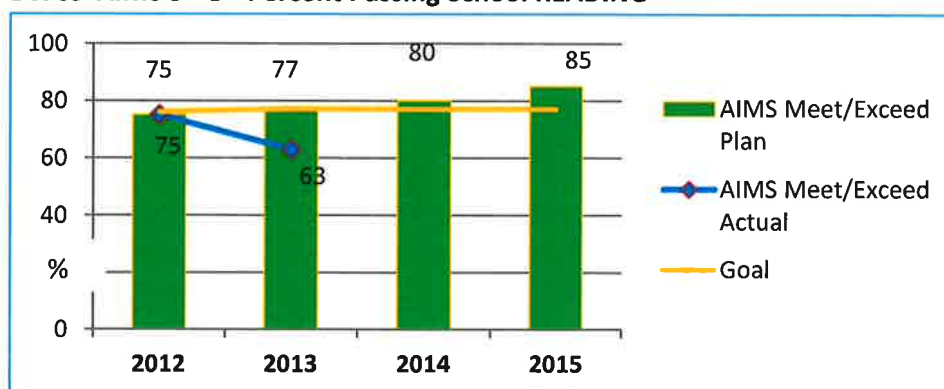
❖ *Reading Goal: 77.7% Meet/Exceed. These goals will meet both SGP and Proficiency Targets and the Composite Comparison School.*

- ❖ *Math Goal: 64.7% Meet/Exceed. This goal will meet SGP and Proficiency Targets as well as the Composite School Comparison.*

The Leadership Team and teachers set the range of improvement in reading as  $\pm 8\%$  for third grade;  $\pm 21\%$  for fourth grade and  $\pm 13\%$  for fifth grade. These are ambitious goals; however, the Leadership Team has developed an integrated approach to address both growth and proficiency necessary for the AIMS test in April 2014. The students underperformed compared to the state results on AIMS.



**BWCS AIMS 3<sup>rd</sup>-5<sup>th</sup> Percent Passing School READING**



### 3. Primary Concerns/Root Causes:

**Concerns:** Akimel O’Otham Pee Posh is located on the Gila River Indian Reservation which is plagued with systemic issues of high unemployment, attendance issues, high rates of diabetes within the children population, high poverty, and low literacy levels of parents.

These issues have historical significance and heavily impact the students who attend the Akimel O’Otham Pee Posh Charter 3-5 -SIG 1003(g) application 2014

school. In addition, the math series used in 2013 was outdated and didn't align closely with the common core. Another factor in the letter grade is the calculation of the virtual twin model and the low number of students, which affect the statistical weight for each student. There is not one sequence of events that led to the low letter grade, it is a combination of the reservation profile, limited resources for curriculum updates, and allocation of intervention time.

**Root Causes:** In reviewing the data from 2013 on AIMS, it was clear that the math series needed to be revised, which it was for SY 2013/2014. The school is using EnVision math now, which is closely aligned to the Arizona College and Career Readiness standards. In addition, more time was needed for reading and math intervention, which was added to the schedule in SY 2013/2014. Based on recent NWEA data for end of the year, students are making significant gains in meeting or exceeded expected growth for the year. This is a norm reference test, but does provide some indication of the trend data for this year. In terms of duration of this low performance, it was only for the 2013 AIMS test, not the previous years. Even so, the Leadership Team established new schedules for intervention and adopted a new curriculum in math. The reading scores were not significantly low compared to other schools; however, additional interventions were established in the current school year. The impact of the low performance on AIMS led to the designation as a Priority school. These results were unexpected in terms of the history of the school's performance on AIMS. It is the conclusion of the Leadership Team that the results stemmed from an outdated curriculum, lack of a math interventionists, and the difficulty, well documented in research, that Native American students have on standardized tests. In response, the Leadership Team put in place a variety of intervention strategies to address the math and reading scores that were discussed in Part B of the narrative.